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ABSTRACT

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly reports explain how the basic learning skills can be taught in special education classes. One learning skill is covered by each monthly report. They include: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BW)

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SPECIAL EDUCATION

# Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

*"to make each student a more capable learner"*

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AUGUST REPORT

LEARNING SKILLS

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TITLE IV: PART C
DEVELOPMENTAL GRANT

Tm 840 730

SPECIAL EDUCATION

Kermit L. Pooler

## Special Education - E.M.R. Resource Room

### Minimal Basic Skills

1. Ability to follow written and oral directions.
2. An adequate sight vocabulary for everyday life at home and community.
3. Ability to use index, table of contents, and glossary.
4. Knowledge of when to use additional reference materials.
5. Ability to use reference sources other than texts.
6. Ability to understand maps and graphs.
7. Ability to work with and know the value of money.
8. Ability to read and fill out forms such as:
    a. time sheet
    b. withholding statement
    c. insurance application
    d. job application
    e. voters registration
    f. union membership
    g. savings account
    h. others
9. Ability to become wise consumers.
10. Ability to keep and understand time.
11. Ability to understand calender; days, weeks, months.
12. Ability to recognize and react to emergencies. (Fires, accidents, etc.)
13. Ability to maintain good personal hygiene.

### Levels of understanding of all students:

1. independent - all skills necessary for what author expects
2. instructional - student slightly below what author expects

Success depends on:

1. concept
2. vocabulary
3. skills

Most E.M.R. children develop fairly evenly but substantially below the normal in most areas, some show marked dexiation among their abilities. Some who have already been identified as E.M.R. will have a S.L.D. beyond his general developmental retardation. Therefore, any list of minimal basic skills necessary for daily life must be adapted to each child's individual ability or optimum level of learning. In teaching these skills, the teacher must deal with the manner in which learning tasks are presented;

1. The tasks should be uncomplicated and contain the fewest possible elements.
2. The tasks should be brief.
3. The tasks should be sequentially presented so the child proceeds in a sequence of small steps.
4. Each task should be the kind in which success is possible.
5. Overlearning should be built in.
6. Learning tasks should be applied to objects, problems, and situations in the learner's life environment.

In summary, the list of basic skills are here, but the problems encountered by the handicapping conditions of each child may not permit him or her to obtain all these skills. Their optimum level of learning must first be identified and then the skills must be presented in the manner described above through an individual educational plan to meet that childs special needs.

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## Skills Needed in the Content Areas

In preparing to develop a list of basic skills for the Educable Mentally Retarded, it is wise to discuss the developmental characteristics of the EMR:

E.M.R. - Preschool Age 0-5 - Maturation and development

-Can develop social and communication skills

-Minimal retardation in sensory-motor areas

-Often not recognized from normal until later age.

School Age 5-12 Training and Education

-Can learn academic skills up to about 6th grade level by late teens

-Can be guided toward social conformity

Adults 21 and over Vocationally adequate

-Can usually achieve social and vocational skills adequate for minimum self-support but may need guidance and assistance when under unusual social and economic stress.

Academic Research Reveals:

1. It is reasonable to expect an E.M.R. child to progress at a rate equivalent to ½ to 3/4 of a year's growth in one academic year.
2. It is realistic to expect the E.M.R. to read up to their mental age expectancy in programs where reading is emphasized.
3. E.M.R. boys tend to achieve below E.M R. girls in reading.
4. E.M.R. children tend to perform comparitively higher on measures of arithmetic computation than arithmetic reasoning.
5. In problem solving, E.M.R. children tend to confuse relevant and extrenous facts, lack an understanding of the processes and make careless mistakes.
6. E.M.R. children seem to have special difficulties with the measurement skills and particular problems may be anticipated with concepts of time.

7. E.M.R. children do better with concrete and semi-concrete materials than with more abstract approaches.
8. The E.M.R. child can be expected to achieve academic skills in a range between the 3rd and 7th grades by the time the high school years are completed.

Social-Personal Adjustment research reveals:

1. E.M.R. children tend to have a lower social status than children of average intelligence.
2. Social isolation and rejection experienced by the E.M.R. child is greater in school than in the community.
3. E.M.R. children have a history of academic failures and therefore develop an anticipation of failure.
4. Most E.M.R. children are somewhat negative and hold low concepts of themselves.

Population characteristics research reveals:

1. More E.M.R. boys than girls
2. High incidence of E.M.R. children from broken and unstable homes.
3. Unusual representation from poor families on welfare.
4. Many more children of unemployed, unskilled, or semiskilled workers.
5. Many more children from homes where secondary languages are spoken.

New Problems of E.M.R., HEW, 1966

Based on the research discussed any program or class for the E.M.R. should have a list of basic skills to be developed. The skills will be very basic and should take into account the individual abilities of each child and a suitable program will have to be developed to meet those individual abilities.

By no means should an E.M.R. child be compared to another child; the causes of M.R. are to many to allow us to group all E.M.R.'s together and assume they will learn at the same pace and through the same methods of teaching.

Enclosed with this report is my list of basic skills. Some E.M.R. children will learn many of them, some will learn very few. We must remember to try to take each from where he or she is and attempt to bring him/her to their expectancy level.

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SEPTEMBER REPORT

COMPREHENSION DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

# SPECIAL EDUCATION

Kermit L. Pooler

## COMPREHENSION

John Bormuth's definition of comprehension states that it is "a set of generalized knowledge - acquisition skills, which permit people to acquire and exhibit information gained as a consequence of reading printed language."[1] This seems to put the definition in black and white, yet many factors influence that ability to acquire and exhibit the information gained from reading. According to Livingstone's article the elements of the reader, the purpose, the task, and the text must also be taken into consideration.

There are a number of factors that influence the ability to think or reason. They may be organic or genetic, or cultural or environmental. What ever the reason, some children will "be educable in academic subjects of a school at a minimum level."[2]

The organic and genetic factors in mental retardation are primarily in the domain of the medical and biological sciences. Education is concerned primarily with cultural and environmental factors, since adequate education and social management can compensate, to some extent, for deprived environmental situations.

Based on the present research, authorities tend to agree that comprehension is influenced by many factors. The problem faced by special educators is getting by the first hurdle, which is getting the children to understand the printed language.

In developing a program for the mentally retarded student, we must identify his strengths and weaknesses. "With fewer strong areas available to them, mentally retarded children may require extra practice and support to learn a new skill"[3] The best possible learning channel has to be identified and we must ignore, if possible, the causes of weaknesses and capitalize on the individual strengths exhibited.

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[1] Eric Report #110-988; Lucking - Robert, 1975

[2] Educating Exceptional Children, KIRR, 1972, P. 164

Because of the importance of formulating proper questions, strategies must be designed for use with individuals, as well as groups of learners. Improved comprehension will be the result of increased participation by each student in answering properly selected questions.

It will be the educators job to properly identify each student's level of comprehension and provide activities, with questioning, to increase participation at as independent a level as possible.

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[3]Educator's Self Teaching Guide to Individualized Instructional Programs, Rita and Ken Dunn, New York; Parker Publising Co., 1975 pp. 20-23

## ASSESSMENT

1. List comprehension requirements needed in Special Education:

Reading for specific details
Reading for main ideas
Reading tables, charts, graphs, and diagrams
Reading a dictionary

Organizational Skills:

Reading to see relationship of details to main points.
Reading to follow directions.
Reading to follow sequence.
Reading to recognize patterns of organization.
Reading to recall in patterns used by author.
Formal outlining.

"Reading between the lines" to:

Visualize
Generalize
Interpret
Make inferences
Compare
Forecast and draw conclusions
Evaluate
Judge character

Interpreting visuals:

Maps
Photos
Signs
Schedules

Detect bias & prejudice

Understanding time
" value of money
" responsibility

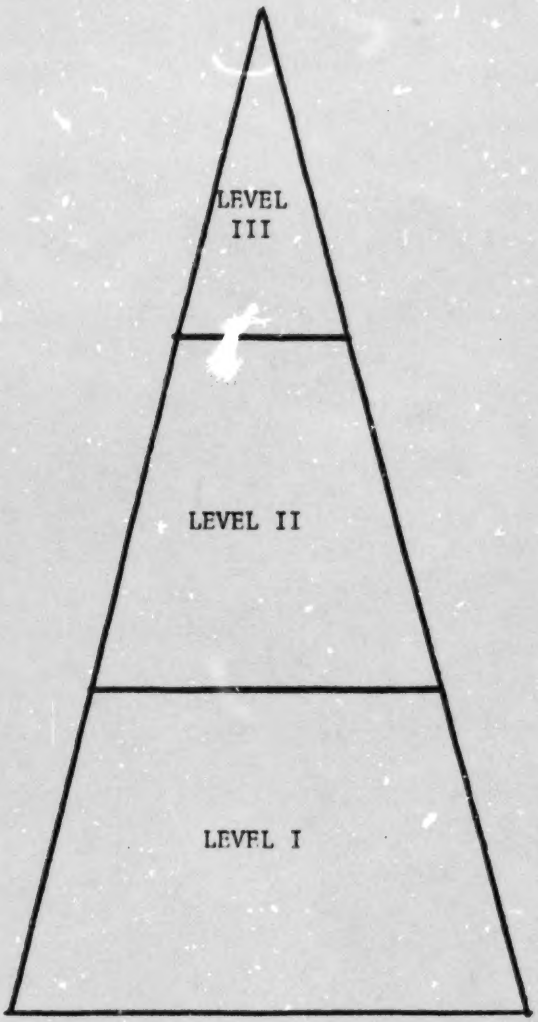
Experience with the concrete object

Labeling

Fitting objects and words into categories

Conversation and story telling

2. Identify various levels of comprehension.




Level I - Recall level-simplist form of learning. Student is asked to remember or recognize the idea provided by the book. (Either in a verbatim or paraphsed form). This level emphasizes the obtainment of material but is littel concerned with its meaning or use.

LEVEL II - Interpretation level-student is asked to examine the terms and ideas he acquired on the reca-l level. Here the student must use cognitive skills to interpret what he has read.

LEVEL III - Application level-the putting together of the recall & interpretive levels and using them in relating to new situations.

3. Determine kinds of questions being asked in my content textbook.

Textbook - Succeeding in the World of Work
Copyright 1975, McKnight Publising Company

At the end of each chapter are examples of recall questions and interpretive.

SAMPLE QUESTIONS

Chapter 10

Recall Questions:

1. What is a "budget?"

2. List five reasons for planning a budget.

Interpretive Questions:

1. Why is it sometimes difficult to follow the budget you have planned?

2. What would be a good goal for saving your money earned from summer work?

Application Questions: These questions are found in Activity Book.

1. After studying Chapter 10 and participating in the other class activities apply what you have learned by planning a one year budget for your family.

2. Using a record of expense, record how your allowance and earning are spent for one week.

   Conclusions:

   Explain how the one weeks budget would fit into a one-year budget plan.

   Do you spend money wisely? Explain.

4. Using textbook (Succeeding in the World of Work) write questions at levels not represented in the text.

Because the textbook and workbook selected have questions at each of the three levels my questions will be developed to go along with the required filmstrips for each chapter.

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OCTOBER REPORT

VOCABULARY DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

# SPECIAL EDUCATION

Kermit L. Pooler

## Vocabulary Development

J. V. Sherk defines vocabulary learning as "the acquisition of words and allusions which permit quality expression."[1] Quality of expression is the capability to curse, to express love or to apply the words which best reflect our inner feelings and thoughts. A rich vocabulary is not only a sign of learning but it is also an important means by which we learn. Vocabulary is central to concept formation, accultration, articulation, and apparently all learning. Two closely related fundemental skills in reading are recognition of words and symbols and an understanding of the language used. Effective instruction in vocabulary building contributes to the students understanding of what is read, and the growth in expressing ideas, both in oral and written form, and to the understanding of ideas presented orally.

"The effective development of vocabulary is directly related to the ability to conceptualize. If a student is to think rather than memorize by note, he must understand the ideas represented by the word labels."[2] This is not easily accomplished. The development of a concept requires an adequate experiential base by the reader, precise accurate writing by the author, and communication between the two. Pupils frequently fail to understand what is read because the vocabulary is not within his experiential background. Students who are deficient in the basic skills of word recognition, and comprehension will encounter many frustrations when meeting the printed page.

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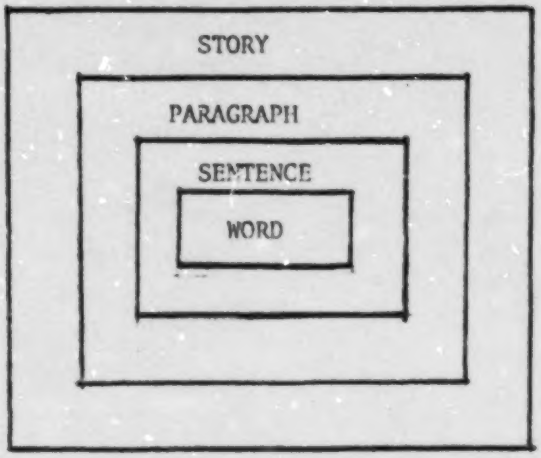
[1]Sherk, J. K., Journal of Reading Behavior (Winter, 1971-72)

[2]Shepherd, David, Comprehensive High School Reading Methods (Columbus, OH: Charles E. Merrill Publishing Co., 1975), p. 39.

"It is quite evident that the competence of the student in his analysis of words determines in a large measure the size of his vocabulary and hence his ability to understand what he reads and to exchange his ideas."[3]

Vocabulary development must make some provision for the development of meaning by the pupil. A prime requisite for reading is this association of meaning with a symbol. Unless the pupil can associate meaning with a symbol, he has not learned to read. The pupil must expand interpretation of meaning in its broader contextual sense. The word has meaning as part of the sentence, the sentence has meaning as part of the paragraph, and the paragraph has meaning as part of the story.




"The grasping of this meaning is important for learning. Educational psychologists have found that students prefer to deal with materials that have meaning. They apply meaningful data more easily, and they remember meaningful data for longer periods of time."[4]

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[3]Shepherd, David, Comprehensive High School Reading Methods (Columbus, OH: Charles E. Merrill Publishing Co., 1975), p. 49.

[4]Dechant, Emerald, Improving the Teaching of Reading (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964) p. 324.

Therefore, much of a child's meaning, prior to school, is based on his family's background and experiences. "Children with a bilingual background and those who come from low socioeconomic homes or are of dull intelligence generally experience serious reading difficulties much earlier than average children."[5] Functional vocabulary, which is the vocabulary a child uses to express himself in writing and in speech, therefore, is greatly effected by his experiential background. Once a child starts school and progresses through the reading development process he expands on this functional vocabulary. Below-average students or handicapped students will talk and write more about actual experiences at home, school, or downtown, while the average child learns to talk or write experiences gained through reading.

If a student, or child, has the ability to learn and is to be successful with reading, we must arrange his reading environment so he can gain as much experience as possible.

Regardless of the reasons for poor reading, or no reading at all, it becomes the duty of the teacher to attempt to bring the student to his or her potential level. Because of the outside influences and attitudes that effect today's student, this is not an easy job. Research indicates that a number of strategies can be followed or used. The following are some that have been used and tend to be successful in creating enthusiasm for vocabulary growth.

Common Background Experiences

Making provisions for common background experiences enable pupils to understand many words before they meet them in reading. This helps in overcoming vocabulary difficulties. Some suggestions for making these provisions are:

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[5]Dechant, Emerald, Improving the Teaching of Reading (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964) p. 322.

1. Prepare a general guide to introduce pupils to a reading selection. This,

    A. provides for concrete background experiences,
    B. utilizes visual aids, and
    C. uses the new words in conversation prior to the reading.

2. Provide exercises giving specific helps for developing readiness for a given selection. Some suggestions are as follows:

    A. change the language of the text so one of the pupils will understand, or
    B. write difficult words on the board, list the page it is found on.

3. Select difficult words from the lesson. Write the page it is found on. Write a word or phrase that means the same.

Word Processing

"One responsibility of most educators is to teach word-processing skills. The goals of such teaching should include:

1. The setting of word-processing priorities in program planning, and

2. Devising, or obtaining materials to teach the needed skills."[6]

The word processing, or meaning skills can be broken down into five(5) areas:

1. Structural analysis

    A. Compound words
    B. Contractions
    C. Prefixes
    D. Inflectional endings

2. Clues

    A. Context
    B. Roots
    C. Print

3. Vocabulary relationships

4. Abbreviations, symbols, acronyms

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[6]Frederick, Nancy & Palmer, Barbara, Improving Reading in Middle & Secondary Schools (New York: MacMillan Publishing Co., 1974) pp. 156-157.

5. Dictionary Aids

A. etymology
B. variant meaning
C. parts of speech

Wide Reading

According to Robinson (Teaching Reading & Study Strategies), direct and indirect instruction in vocabulary acquisition is an important and continuing responsibility of a teacher; there is no replacement for wide and varied reading. Through wide reading, ideas and experiences of other people can be gathered by the student. Teachers must develop in children the ability to obtain meaning and experience from their readings and relate this to their own experiences.

There are some of the basic strategies that can help improve reading. They should be used in conjunction with each other depending on attitude and ability of the students being taught. Each of the strategies have numerous activities (or strategies) that have been developed to obtain their expected goals. Selection of there activities, again, will depend on student interest, ability, attitude, and experience. This is why it is important that the strengths weaknesses, and interests of each student be assessed by the teacher. These results may be used to group the students in order to fully develop their vocabulary and comprehension skills.

As a result of the November 26th workshop, it became apparent that word meanings can be placed at three levels of understanding. The three levels represent: 1) the specific level, 2) the functional level, and 3) the conceptual level. Until this workshop, very little personal consideration was given to the various levels of word meaning and the responses necessary for each level. At the specific level, the student has only one definition or object associated with the word. (Example - a telephone is a box on the wall.) At the functional level, the student can state the use of the word (Example - a telephone is used to call your friend.) At the conceptual level, the student can associate many ideas and facts with the word. (Example - the telephone is a means of communication.)

When introducing new vocabulary, it will be necessary for the student to grasp the meaning of the word at each level. One of the major guide lines for teaching word meanings is to "expose the student to as many encounters with a word in like and differing contexts as possible."[1] By starting with the new word at the specific level, then the functional level, and finally at the conceptual level, and using activities developed to obtain the meanings at these various levels.

The teacher will be exposing a student to many different experiences with that new word. This in-depth study method for new words will be much more productive, in aiding the student in remembering the word, than just being exposed on the specific level or functional level.

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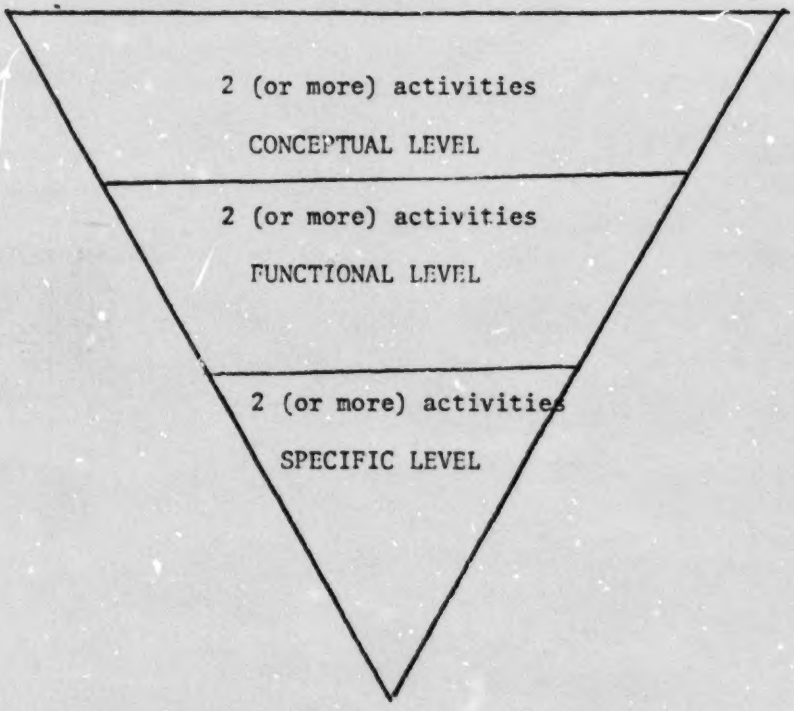
[1]Handout, Guidelines for Teaching Word Meaning

ABSTRACT




CONCRETE

NEW WORD

By utilizing this method, the student is exposed to at least six (6) or more activities starting at the concrete (specific) level and moving towards the abstract (conceptual) level. If the teacher, using this method, exposes the student to as many experiences (through activities) as possible, or necessary, the student will then probably remember the word and use it in his or her vocabulary.

NEW WORD - REFORM

LEVEL I (Specific)

Activity #1

Locate word in dictionary and write a definition and sentence.

(reform - to become or behave better)

Activity #2

A. Match prefix "re" to its most common meaning

-re
A. cut off
B. again

B. Match root word "form" to its most common meaning.

-form
A. to make, shape, or fashion
B. a place where cows are raised

(From her background identify as many as possible that begin with prefix "re" - concrete (i.e. - rewrite, rerun, return)

Same for root word

LEVEL II (Functional level)

Activity #1

Select a good synonym

-reform
A. punish
B. change

Activity #2

Doing an activity in which student reforms something: (i.e. clay, picture, etc.)

LEVEL III

Activity #1

Look at the first sentence and find a word that can be used in the space in the second sentence. Put a line under the word. Any place the word in the blank.

(I thought we were on our way to reform school.

Do you think he can _____?)

In this story, reform means _____

A. to punish.

B. to behave better.

C. to forget.

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# Project CAPABLE

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NOVEMBER-DECEMBER REPORT

DRA & SQ3R

TITLE IV: PART C
DEVELOPMENTAL GRANT

# SPECIAL EDUCATION

Kermit L. Pooler

Justification of D.R.A. and SQ3R

Research has shown that teachers at different levels assume that their students are prepared and capable of functioning independently at that level. Many teachers feel it is their job to prepare the students for the next level. This expectance of independence, when students have not been shown how to be independent, is known as assumptive teaching.. It is time teachers stopped assuming and began to move students along the continuim with forethought and calculation. This forethought and calculation will include evaluation of students to determine individual student ability and independence, and a design or structure within which students are led to potential independence.

There will be arguments against this approach by some teachers. It will be called "Spoon-feeding" or "Hand-helding." But reasearch has proven that good teachers, in a sense, is hand-holding, it is literally leading the students through a process until such time they can do it on their own.

The structure that will be used will depend entirely on the individual teacher. In establishing a program for preparing independent students, the teacher will have certain responsibilities. It would be easy to teach certain study skills like SQ3R or PQ4R, but without teacher guidance in applying the skills learned to pursue the ideas embodied in the assigned materials, the students will never become proficient in using the skills they have been taught.

The first responsibility of the teacher is to prepare the students to engage in the assigned activity. This preparation includes several components: motivation, background information, review, purpose, direction, and language development. After the preparatory steps are complete the students are ready to read. The teachers second responsibility, guidance must begin. The teacher takes the skills taught in the preparatory level and guides the students in applying the skills. Some methods of guidance are study skills and reasoning guides. Hopefully, through using this instructional framework, teachers will

help students become more proficient in using the skills they have been taught towards application of the concepts they have learned. As students use their skills more and more, they will begin to modify the pattern to suit themselves for their special need. "True independence, then, is achieved and independence is not the starting point but, rather, the end product of good teaching."[1]

The preceding has tried to justify an Instructional Framework. Instructional Framework is not merely a renaming of Directed Reading Activity. The I.F. is designed mainly for use with content teachers where D.R.A. was primarily designed for development of a reading assignment and since it is the responsibility of all teachers to see to it that each student becomes independent in his ability to think about and use the understanding of the subject area he is teaching, then each teacher must develop or use an instructional framework to develop the habit of inquiry, by insuring that the student has the tools of study and understanding that he needs for inquiry and self-discovery. All teachers can help students to read texts, or books, by helping them understand the content before they deal with the print.

It all seems too easy, yet many variables will play an important part in the final outcome of independence. Some are: attitude, interest, mental ability, and past experiences. Students with limited experiences and low mental ability, thus a narrower conceptual framework in the content area, customarily experience frustration and failure.

Every idea or unit that is introduced to a child, that is out of his experiences or above his ability, will be a disappointing experience for him. With the federal law (PL 94-142) calling for the least restrictive environment, educable mentally retarded students are now being mainstreamed in regular content area classes. Many of these students are lacking or have a limited background of experiences and are of course limited in their mental ability. D.R.A. and study skills will probably not yield anything unless accomodations are made throughout the instructional program to meet the unique weaknesses and strengths

of the individual students.

The philosophy must be that handicapped children will not be moving into a handicapped world, but into a real world. These young people will have to learn how to relate to other people who aren't handicapped in a nondependency type of relationship.

Once the teachers except the student at his level and are prepared to deal with this, they can be treated like any other student and be taught study skills that are modified to meet their needs.

"These speical ed. students take up so much of my time that I'm not giving enough attention to the rest of the class."

"I'd like to help them more, but I don't have the time it takes with a class of 30."

"I don't know what he can do. He's in the resource room for reading and math, so when he's in my class I don't know what to expect of him."

"He just can't keep up with the rest of the class."

"How do I grade him?"

Familiar statements? These are all common in schools trying to mainstream mentally handicapped students. With legislative mondates and changing philosophies, considerable attention is being given to placement of mildly handicapped students in regular content area classes. Attention is being given to placement, yet very little is being done to aide the regular classroom teacher in facilitating these children. It is the purpose of the remainder of this report to suggest some activities or strategies to help the regular classroom teacher provide positive learning experiences for their mainstreamed students.[2]

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[2]Education Unlimited, Vol. 1, No. 5: November, 1979.

[1]Herber, Harold L., Teaching Reading in Content Areas,(New Jersey: Prentice-Hall, Inc., 1970) Chapter 3.

IN LITERATURE

Try listening to taped or recorded stories along with following the printed text.

Use a small group of class members to be the readers to the rest of the class, something like a Reader's Theatre or a play read through.

Pair readers for reading assignments which are over the heads of some of the students - put a good or average reader with a less able reader.

The teacher or an excellent reader can read orally to the class, letting other students follow along in the text.

Use student or simplified versions, films, or filmstrips with classics and novels for the poor readers to understand the material being covered in class.

For students with severe reading problems obtain the Talking Books for the Blind now available for individuals with severe visual perceptual problems.

If parents are cooperative, enlist a family member to read to their youngsters

Use tutors outside of class - volunteers from school, community, senior citizens, and other groups.

Review lessons frequently to build the sequence for students who have some difficulty following the story line.

MATHEMATICS

Many of the math problems involve fear or awe of too much stimuli, or lack of organization in how to attack the material.

Assign fewer problems. If there is pressure from other students, assign all students varying amounts of work (alternate problems, 1-15, another group 15-30, or random numbered problems.)

To cut down on visual stimuli, students may fold paper into lines, quarters, or halves, and work only what they can see until it is completed.

A tutor can prepare sheets with wider spacing and fewer problems per page.

Let the student work the problem out, write it down, then use a calculator to check the work. If he didn't get it right, he can then ask for help on a problem. (Emphasis is placed on progress because students know the calculator will give the correct answer. It is also motivating to use the calculator).

A student often can tell us what kind of day she/he is having if we'll just ask. When giving an assignment or sheet of problems, ask the student to write at the top before she/he starts, how many can be done correctly. Then let the student work the problems, correct them, and see if the goal was met. Proceed to a greater number gradually.

In story problems, often related to confusion in reading, help the student read the problem and underline key words and phrases. Then proceed to determine what type of problem it is, e.g. addition, subtraction. For students who have severe reading difficulties, someone else can read the problems.

If problems are mixed by having addition, subtraction, etc. on one page, point this out by underlining, circling, or using a yellow marker on the addition and subtraction signs. Then fade clues gradually.

Set up a system (checklist, if you will) of how to attack a math problem, e.g., post a chart with suggested steps for students to refer to.

## READING/STUDY SKILLS

Always introduce new words in assignments, go over the dictionary meanings, and meanings of how the word is related to what students will be reading.

Review words periodically. Don't expect to show the word to students once and assume they will remember it.

Determine the reading level of the text, using the Fry or another readability index. If material is too high for some of the students, assign portions of assignments, other reading which is within their reading level, or let students read in pairs. Don't expect a student to read above his reading level.

Guide students' reading with meaningful questions.

Teach the SQ3R method as a study technique:

S - scan or survey the section to be read.

Q - turn all bold face type into questions, ask that question, then,

R - read that passage. Continue this until the end of the section or chapter answering the question at the end of that section.

R - review what you've read, use the questions at the end of the passage and review the chapter by

R - reciting them out loud and reciting the answers.

(If there are not questions at the end, make up your own from the bold face type and recite the answers for your review.)

Take a sheet of paper and before beginning to read or study, write down everything on your mind - even dirty words - and place the paper at the end of what you need to study, then study. It clears your mind for studying/reading.

Use problem readers as tutors to younger children. Often problems in reading lie in lack of reading skills by that older student.

Provide an outline for students in reading assignments which covers key points and guides their reading.

Remember, if you've been expecting a student to read assignments above his/her reading level with no assistance, using some of these techniques will probably not yield anything better until accomodations are made throughout the total instructional program.

REPORTS

Let some students do oral reports - this can be done student-to-teacher.

One person reports to a small group with each student rating the report on a checklist. Review the checklist fully and use a couple of them as a demonstration.

Allow students to work in groups to discuss topics. They select a reporter to feed back to the large group.

Let a student tape an oral report. You may want to require a brief written outline.

Ask for written reports but allow for variations such as illustrations with the report or a series of illustrations with captions which can be substituted for a written report.

Students may write or prepare a report for younger children and present their reports to classes of younger children. This keeps the reading level low and removes the threat of reporting to one's peers.

SCIENCE

In lab work, assign students with varying abilities in groups.

Make science a living exploration rather than emphasizing textbook material. Take science activities out of the classroom.

Base grades on actual science work rather than just technical examinations.

See suggestions under other categories also.

## SOCIAL SCIENCES

Obtain a variety of books covering the various topics that are being studied and individualize readers' assignments to something within each student's reading ability.

Extend the study of social sciences topics into a project. For example, when studying geography, instead of using the wall map, build a topographical relief map in the classroom. The more talented students can read and help translate information and directions to other students.

Use films and filmstrips about areas in an unusual way, e.g., instead of showing a filmstrip and cassette as traditionally used, select certain frames of the tape for common study and discussions. For example, when using a filmstrip on climate, look at the roofs of the different types of buildings, or plant life, or soil, and try to draw conclusions about the climate and the type of clothes worn by people living there.

Extend the social sciences into the community. Relate history to older members of the community who can relate local history. In studying World Wars, Korean, or Vietnamese wars, bring in community members who can relate the impact of the war both at home and abroad.

Make social sciences as realistic as possible. If you're studying the Old West, obtain a collection of antiques or artifacts, art work, home crafts, etc. Use these as a point of discussion rather than written material. Emphasize how people lived, their ways of having fun, the type of work they did, through discussion, outside speakers, interviews with the grandparents, and other elderly people.

Use Foxfire approach. When using interviews, you may find it requires alot of organizational skills and questioning skills, but if taped, not a lot of reading. (Foxfire film is available from McGraw-Hill films; Foxfire books are available at most bookstores.)

## TESTS/EVALUATIONS

Avoid true-false tests. They emphasize reading and trick reading at that.

If possible, change the emphasis in teaching to learning rather than testing. If a student can do work in class but freezes on tests, find more informal ways to get an accurate assessment of the student's knowledge.

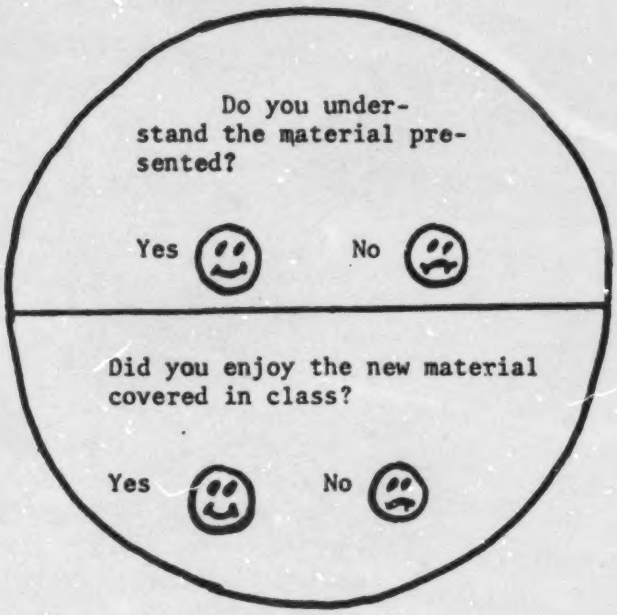
Test what's important and teach what is important. Trivia is not the real menaing of education and especially not for students with learning problems.

Try not to test too much material at one time. This tends to "overload the circuits." Shorter, more frequent test are better than infrequent lengthy exams.

Teach and test what your objectives say you'll teach and test. A straightforward, no curves approach will be much easier for the students with learning problems to understand.

Curb any appetite you might have for pop quizzes as punishment to make students study. If you want quizzes, use them with warning as a means of diagnosing how the students are learning. Quizzes also indicate how well you are getting the material across to the students.

If you've presented something new or something difficult, get students reactions by asking a few simple questions. Have students respond to a few basic questions on a "feeling wheel."




THE FEELING WHEEL

Use a pictorial test for a change. Industrial arts, science, and home ec. lend themselves to this method particularly well.

Give students oral tests if they need that type of assistance. This can be done by a resource room teacher, a volunteer, or another available adult. You can use student assistants, but select carefully and not a peer. Consider the delicate position of the student assistant in the testing matter.

Tape a test and allow the student to use a headset in the classroom or just the tape recorder in another room. Responses can either be written or given orally with enough time allowed on the tape.

GENERAL

When working on outlining, instead of two or three pages or a chapter, ask the student to outline only the two or three paragraphs which are most difficult for him.

Spelling techniques differ widely, from writing the word misspelled lots of times to writing it spelled correctly lots of times. In spelling,

generally the student is lacking in good memory skills. The extra practice is necessary, but shorten the list of words. Then have students really concentrate on that shorter list. Let them practice both oral and written spelling to see which way they learn it best.

Correct grammar is a real toughy if the students are accustomed to poor grammar. A couple of things which are a caution: don't work on too many changes at one time. Maybe seen-saw, gone-went, are big problems. Work on just that much for a week. Don't keep it a secret that you're working on it. Let other students, teachers, and parents know. Work on it with the whole class, not just one student.

I have seen this method work: the teacher puts a token (or a penny) in a box each time a student uses the word correctly and the student pays a penny when he or she used the word incorrectly.

Use spelling and grammar rules easily understood and taken gradually. Allow for lots of practice on each rule. Skimming over rules offers more confusion than foundation.

Try making contracts with students who are having problems. A contract implies input from both parties. A fair contract doesn't mean that the teacher demands something and the student delivers for some type of reward. (Be willing to hear the student's side of the issue, too.)

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JANUARY REPORT

STUDY SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT



BEST COPY AVAILABLE

# SPECIAL EDUCATION

Kermit L. Pooler

## Reading Study Skills

William Kay states a functional definition of the study skills when he says they include any technique students use in learning school assignments. Different scholars of reading have similar definitions and may or may not have similar lists of study skills, yet each uses as a core, the techniques of independent assignment study. For the purpose of our project our basic study skills list will include the following:

1. Locating information
2. Critical reading
3. Organizing and summary
4. Retaining
5. Content area reading
6. Interpreting special study aids

Regardless of the skills considered to be the basic or most important, they are all aimed at helping the student develop independence in gaining information from printed materials. These skills are the ones the students will need to use when he is on his own and must direct his own study efforts. The proper use of study skills is not only very important or self-managed learning, but it strengthens one of the basic aims of our school's philosophy, which is "to instill in students the ability and desire to continue learning once they have left Madawaska High School." To be able to do this not only must a student be taught how to learn, but how to learn independently so that when they do leave, they will be equipped for a lifetime of learning.

Study skills are comprised of both reading and thinking skills and they can be classified as:

1. receptive abilities
2. reflective abilities
3. expressive abilities

The objective of teaching skills is, as stated, to enable students to study efficiently and independently in a variety of learning activities. It is important that teachers be cautioned not to adopt a specific approach or method but should be flexible and have available to them a series of approaches to the diverse needs of the students. Research indicates many different suggestions for teachers to consider when developing a good study skills program. The following two are good examples and should be considered in program development. The first, is suggested by Neil Reed, and includes four essentials:

"1. instruction geared to individual students need and abilities.
2. correlation of study skills in reading and content areas.
3. evaluation of student achievement and growth at regular intervals.
4. encouragement of student towards increased independence on use of study skills."[1]

The second suggestion list is taken from Robert Karlin, they are:

1. Use selections from the text.
2. Select content materials that present no real meaning problems other than intended.
3. Teach only one skill per lesson.
4. When a skill consists of related smaller skills, teach them in sequence.
5. Teach a study skill when the need arises.

As in all other areas, it will be important for the teacher to make an assessment of the student's readiness for learning the content of their specific class. Individual skill weaknesses and strengths must be identified along with

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[1]Reid, Neil, Developing Study Skills in the Reading Process, ERIC #154 333 August, 1975.

with the amount of background information possessed by each student. A well developed evaluation instrument, made and administered by the content teacher, will help make decisions on whether a skill should be taught, what skills have to be taught, skill activities to chose, how the learning climate can facilitate learning, and when to terminate instruction.

In the teaching of Educable Mentally Retarded students, the list of basic study skills will heavily stress:

1. locating information
2. interpreting special study skills

In some cases, depending on individual abilities, other study skills from our basic list can be introduced and taught, but for the majority of E.M.R. students the limit of academic skills, which can be learned, is up to about grade six level by their late teens. E.M.R. adults can usually achieve social and vocational skills adequate for minimum self-support, but may need guidance and assistance when under unusual social or economic stress. To allow the E.M.R. adult as much independence as possible, it will be important in their academic program to stress the study skills in locating and obtaining information. The skills will be very basic to a normal child, but mastery by the E.M.R. child will mean the difference between independence and dependence.

It will be vital for the E.M.R. adult to be able to know; why, when, where and how to gain information in areas such as; finance, law, health and safety and social awareness. Some answers will be simple and just make life easier for them, others could mean the difference between life and death. A lesson within this report has not been developed as most of the instruction is individual and the D.R.A. format is not practical for my use. Most materials used in class are geared to instruction of the study skill, locating information. Attached you will find two examples of texts being used.

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FEBRUARY REPORT

"MANAGEMENT TECHNIQUES"

TITLE IV: PART C
DEVELOPMENTAL GRANT



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# SPECIAL EDUCATION

Kermit L. Pooler

## CLASSROOM GROUPING

### Various Methods & Importance of Each:

The following are a few types of grouping plans within the classroom that are useful at various times:

1. Whole class instruction
2. Individualized
3. Personalized
4. Small groups
   - A. Achievement grouping
   - B. Skill grouping
   - C. Interest grouping
   - D. Social grouping
   - E. Discussion grouping
   - F. Training groups
   - G. Working groups
5. Constellation Grouping (Unit Plan)

### Whole Class

There are many occasions when everyone in a class will benefit from the same instruction or activity. (Some activities migh be lectures, films, guest speakers, or sharing results of small group work.)

### Individualized

Olson defines individualization as "allowing students to seek their own area of interest, select their own reading materials, and pace themselves in their work."[1]

### Personalized

When full freedom of choice may not be possible and certain limitations

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[1] Olson, Willard, Seeking, Self-Selection, & Pacing in the Use of Books, The Packet, Boston: D.C. Health, Spring 1952, pp. 3-10.

are placed on individualized approached. Personalized instruction is the same as individualized but with more control and input by the teacher.

Small group

When students have common reading achievement levels, common skill needs, or common interests, they can be grouped together. Frequently, such grouping is for short periods of time. Groups are formed, students work together, and when their goal is reached, the group dissolves. With the use of small groups, begins the concept of individualization which gets more students involved in the learning process.

Advantages of grouping:

Whether a teacher choses an individualized, personalized, or small group approach, the chances for success will increase for each student because:

1. students will be working at their own pace.
2. students can seek areas of interest.
3. students will increase independence.
4. students will increase self-confidence.
5. students will be evaluated against himself.
6. student's chances of participation are increased.
7. of more social interaction.
8. better chance of peer approval.
9. better chance for good inter-personal relationship with the teacher.
10. allows for better teaching monitoring and on the spot help for those who need it.
11. materials can be selected to meet individual needs.
12. students can acquire skills at level of competence.
13. it adds to pertinence of instruction to fit students needs.
14. it gives practice and application of skills already learned.
15. motivated by opportunity to develop new interests.

Grouping Handicapped Students:

"Education has long recognized that grouping in grades according to chronological age does not assure homogenity of grouping in other characteristics."[2] Within every grade, in every school, children differ from one another to some extent, i.e. - two boys of the same age and height may differ in weight; two boys of same age and mental level may differ in their reading and spelling ability. Every classroom teacher must organize his or her instructional methods and activities to meet the needs of children who vary one ot three grades above or below the grade in which they are placed.

In a class or resource room for handicapped children, it is difficult to speak in terms of an academic curriculum for a group because of the differences of the children to be served, and laws (state & federal) which require an Individualized Educational Program (I.E.P.) for each student placed by the Pupil Evaluation Team. Therefore, the teacher must think in terms of the individual child and how a curriculum can best meet this child's needs.

Individual differences can be divided into two concepts, which are, "inter" and "intra" - individual differences.* The concept of inter-individual differences is that one child is significantly different from an other child. (This is the bases upon which most tests are constructed.) Here a child's ability is measured against other children of the same age. The concept of intra-individual differences refers to a comparison of the child's abilities, skills, and strengths, with his or her own weaknesses or lack of skills. This concept of individual differences is actually the major one to be considered in planning an individualized program because it is used to organize a program or activity for a particular child in conformity with his or her abilities,

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[2] Kirk, Samuel, Educating Exceptional Children, Boston: Houghton Mifflin, 1972. p. 7.

* See Attached illustration

without regard to how he or she compares to other children.

There is a tendency for parents and teachers to focus on the students' weaknesses, disregarding their strengths. Teachers sometimes forget that the students are more than a conglomerate of problems; they are human beings who have potential to develop and learn within an accomodating environment.

"Recent analysis of assessment practices suggests that it is no longer valid for those who evaluate students to record their performance in any form that denotes their capacity, placing limits on potential for achievement and on programming. It is more appropriate to interpret performance as a vehicle for determining aptitude."[3] The student should be viewed as having various degrees of aptitudes for acquiring certain knowledges and skills in prescribed programs.

If students behavior can be interpreted in terms of aptitude, then teachers must assume responsibility for successful student experiences, developing groups and activities that will accomodate the students' learning styles. One of the major responsibilities of the content teacher will be grouping, within his/her classes, that will better accomodate those who are failing in traditional approaches.

For students who are referred, evaluated, and diagnosed as having a learning handicap, it becomes the major responsibility of the Special Education teacher to provide activities and groups that will develop the individual student to his or her greatest potential. As mentioned before, it is difficult to speak in terms of curriculum for a group when teaching children with special needs, yet, some small group work can be useful at various times when it is based on work groups, interest groups, social groups or discussion groups. This kind of grouping is usually for short periods of time.

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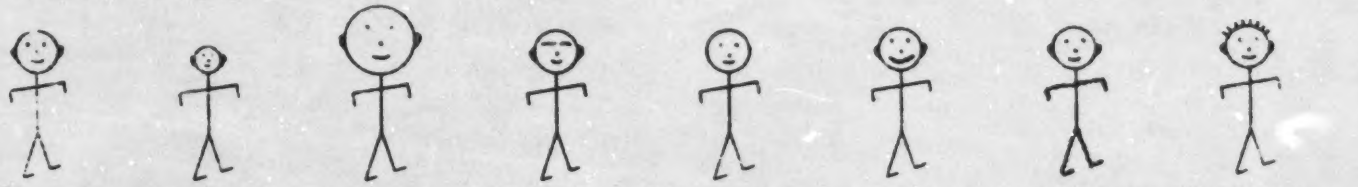
[3]Mann, Philip, Handbook in Diagnostic Perscriptive Teaching, Boston: Allyn & Bacon, Inc., 1979. p. 17.

Working in small groups is usually most important to the handicapped child for social reasons, due to the fact that they have all suffered failure, to some degree in the regular content class, and constant failure can cause social and emotional maladjustment. Often the child is so discouraged with his own lack of achievement that to get him to work independently we must first let him experience success with his peers. It is through the small groups, in which the student's strengths are emphasized, that he can experience the success that he needs to gain self confidence and attempt independent programming.

*Illustrating the Range of Interindividual Differences within Two Representative Special Classes*

Key to the Pictographs



Normal Child | Retarded Child | Gifted Child | Child with a Visual Handicap | Child with a Hearing Loss | Child with a Speech Problem | Child with Motor Impairment | Child with an Emotional Problem

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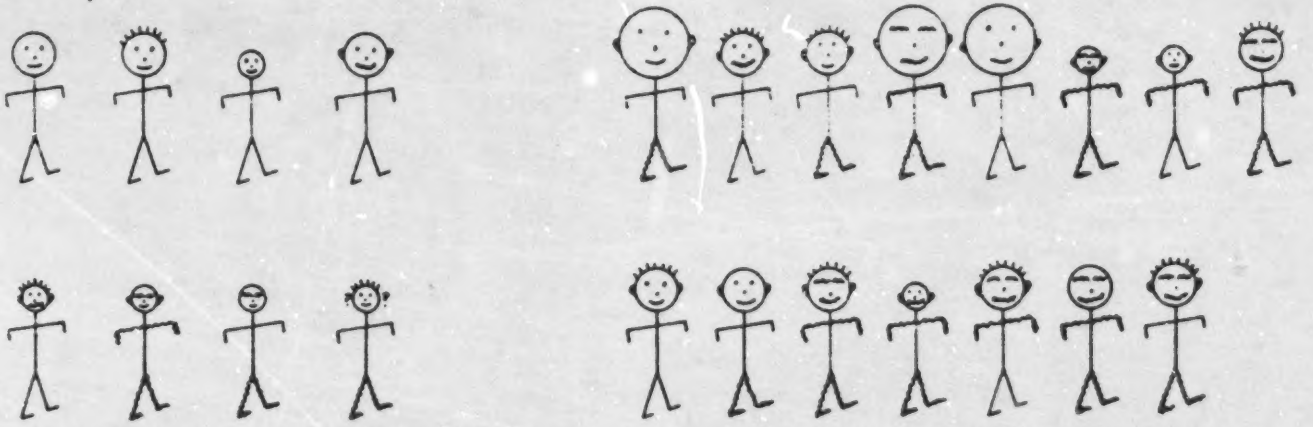
Pictographs (Cover these while explaining the key.)



CLASS OF DEAF CHILDREN

CLASS OF CRIPPLED CHILDREN

Adapted from F.E. Lord, "A Realistic Look at Special Classes," *Exceptional Children* (May 1956), pp. 321-42.

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Reference: Kirk, *Educating Exceptional Children*, page 7



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# Project CAPABLE

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*"to make each student a more capable learner."*

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MARCH REPORT

"STRUCTURED OVERVIEWS & STUDY GUIDES"

TITLE IV: PART C
DEVELOPMENTAL GRANT



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# SPECIAL EDUCATION

Kermit L. Pooler

Much has been written about the usefulness and importance of study guides, (See Project Capable - December 1979 report on Study Skills, Page 117-119 for a more detailed synthesis of the usefulness of study guides), but again, it comes down to the bottom line of giving the student one more tool for developing independence in study. At this point it's worth reminding teachers that they can not assume a student knows how to read an assigned lesson or that they know the process they should use to derive maximum understanding. The essential principle is shaping the development of an independent student is captured in the old proverb, "Give a man a fish and he will seat for a day, teach him how to eat and he will eat for a lifetime." To know "how" is the key to survival and "involvement" is the key to knowing how. The study guide should be a stimulator. Its purpose is not to test but to guide and involve the student in a feeling for the process being used to read the assignment. It becomes a means of analyzing the lesson. It is taken apart, and the parts are put before the students. The student is shown how to put them back together again, and through experience and involvement, he develops an understanding of the process itself. Once a student has a clear understanding of the process, he has added, and can use from subject to subject, one more skill that he can use to become an independent learner.

Now that the reasons for using study guides with students have been justified, we must look at the teacher's responsibility in preparation of a lesson in which one of the study guides will be used. Research indicates a teacher should know the ability of his class and be willing to adapt the study guides to meet individual differences within the same lesson. By using the study guide approach and matching difficulty to the student's reading ability, each student can experience the satisfaction of mastery at some level of comprehension. To be able to assure this, a teacher must first analyze the material to be assigned to identify:

1. the major ideas or concepts
2. the technical vocabulary and
3. the skills the students

will need to apply, to understand, and use the concepts learned. In identifying the major concepts of an assignment, the teacher must again be cautioned not to let assumptive teaching enter the picture. They must put themselves in the place of the student and ask, what concepts are missing from the lesson and how can I be sure that my students will be introduced to them? It is important that teachers keep in mind the concepts which coincide with given assignments. Major concepts will come from a variety of sources. The major ones being the text, the teacher, curriculum goals, and the local school philosophy. For more information on organizational structure see Herber - Chapter 5.

The responsibility of the teacher to teach his technical vocabulary is quite clear, and the justification has been synthesized in the Project Capable, October 1979 Report on Vocabulary Development - pages 81-87. In general, the reason for teaching technical vocabulary is to improve a student's communication in that particular subject, to help them in reading the source materials successfully, and to develop competence within that course.

Once the teacher has identified the major concepts and the technical vocabulary to teach these concepts, he is ready to examine the organizational pattern used by the author; skills the students must apply to acquire the information desired must also be identified. After this has been done, the teacher can then, and only then, decide upon the best study guide approach to use with the lesson. Depending upon the results of analyzing the material, the ability of his students (the skills already possessed and those needed), an approach must be decided upon. It may be a single approach, a reading guide, a process guide, a concept guide, a structured overview, or a multi-approach using a combination of two or more to meet the needs of the entire class.

In analyzing a class to decide on the approach to be taken, a teacher should be familiar with the cognitive skills that contribute to a persons ability to think or reason. It will be important to know what skills your students possess, because to judge, create, and evaluate intellectually, a student must apply what he knows to new situations. Like comprehension, there are levels of cognition and certain skills are necessary at each level in order to have comprehension.

"The following levels of cognition are given by Burmeister:"[1]

| | |
|---|---|
| 1. memory<br>2. translation | literal comprehension level |
| 3. interpretation<br>4. application<br>5. analysis<br>6. synthesis<br>7. evaluation | application level |

The first two cognitive skills; memory and translation are necessary for literal comprehension. A student must be able to (1) follow directions, (2) recall facts, dates, etc, (3) recognize and recall the main idea and (4) recognize and recall pattern and sequence of concepts. If a student has not mastered these skills it will do the teacher no good (and probably frustrate and discourage the student) to try to guide the student in the application level, which requires cognitive skills 4-6, if the student does not already possess these skills.

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[1]Burmeister, Lou, Reading Strategies for Middle and Secondary School Teachers, Mass: Addison-Wesley Publishing Co., 1978.

STUDY GUIDE FOR U.S. HISTORY

TEXT - Building The American Nation

Chapter 12 - The Tobacco-Growing Colonies

Before you begin this chapter:

1. Two arrows each year was the rent for an entire colony! This was the low price charged by the king of England for the land north of Virginia. The king gave this land to one of his noblemen, Lord Baltimore. This was how one man - Lord Baltimore - became the owner of a whole colony called Maryland. The Maryland Colony is one of the colonies you will find out about in this chapter.

2. Read the title of this chapter. Then read the first sentences in the beginning of the chapter. These tell you that "The Tobacco-Growing Colonies" were Maryland and Virginia. Now read each of the chapter headings.

3. Look at the pictures in the chapter and read each caption. What do they tell you about these colonies? Note the picture on page 75. Why are these men angry? Who are they angry at? Do you think they will get what they want? (You will find out when you read the chapter.)

4. Look at the map, page 76. Notice a river divides these colonies. Why would this river be important? What country owns the territory west of these colonies? What natural barrier separates the colonies from the territory west of them? Name two other colonies, pictured on this map, have we studied them yet? Add these two colonies to your map of original colonies. (Maryland and Virginia)

5. Read the last part of the chapter called "Summing Up." This will tell you in a few words what this chapter is about.

Know the Main Idea

Here is the Main Idea of this chapter.

The tobacco-growing colonies of Maryland and Virginia were successful English Colonies. Both helped to develop the idea of freedom in America.

Remember this main idea as you read the chapter. As you read, ask yourself these questions to help you remember the main idea:

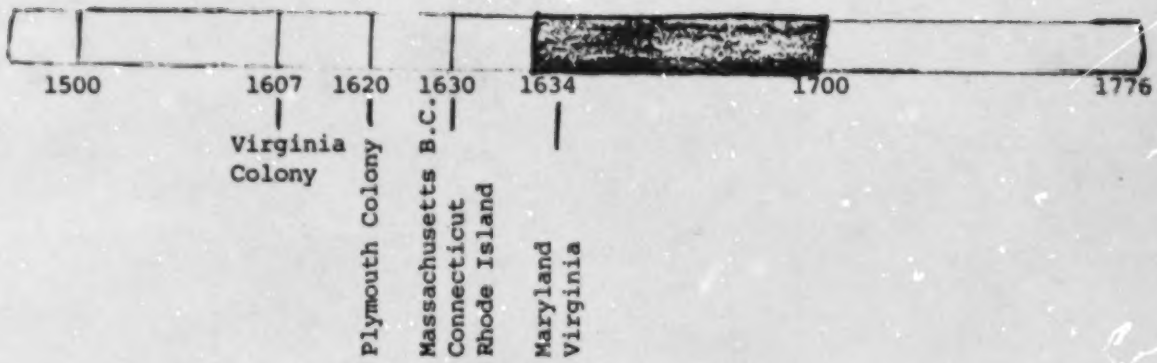
1. What kind of government did Maryland and Virginia have?
2. What two English laws passed in the 1660's hurt the tobacco growers?

3. What did Virginia settlers do when the governor refused to hold elections?

4. Know these words:

   proprietor - page 73
   Toleration Act - page 74
   duty - Page 74
   rebellion - page 75

5. Timeline for This Chapter




CONCEPTS TO BE DEVELOPED

Reasons the tobacco colonies began to make less money:

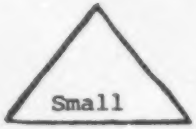
1. They were growing more tobacco then England wanted to buy. (supply and demand)

2. Law required all tobacco shipped to England must be on English ships.

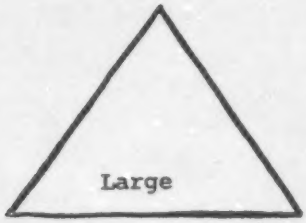
3. Law required all goods being shipped in or out of colonies had to land in England where it was taxed.

1640 - 1660

Tobacco
Supply



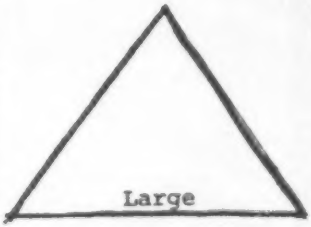

Tobacco
Demand




= high prices

1660

Tobacco
Supply




Tobacco
Demand

= low prices

Vocabulary

Supply
Demand

Before LAW OF 1621

Foreign Ships = Low Rates

Colonies → ENGLAND

English Ships = Higher Rates

AFTER LAW OF 1621

Vocabulary

Transportation Costs

Export

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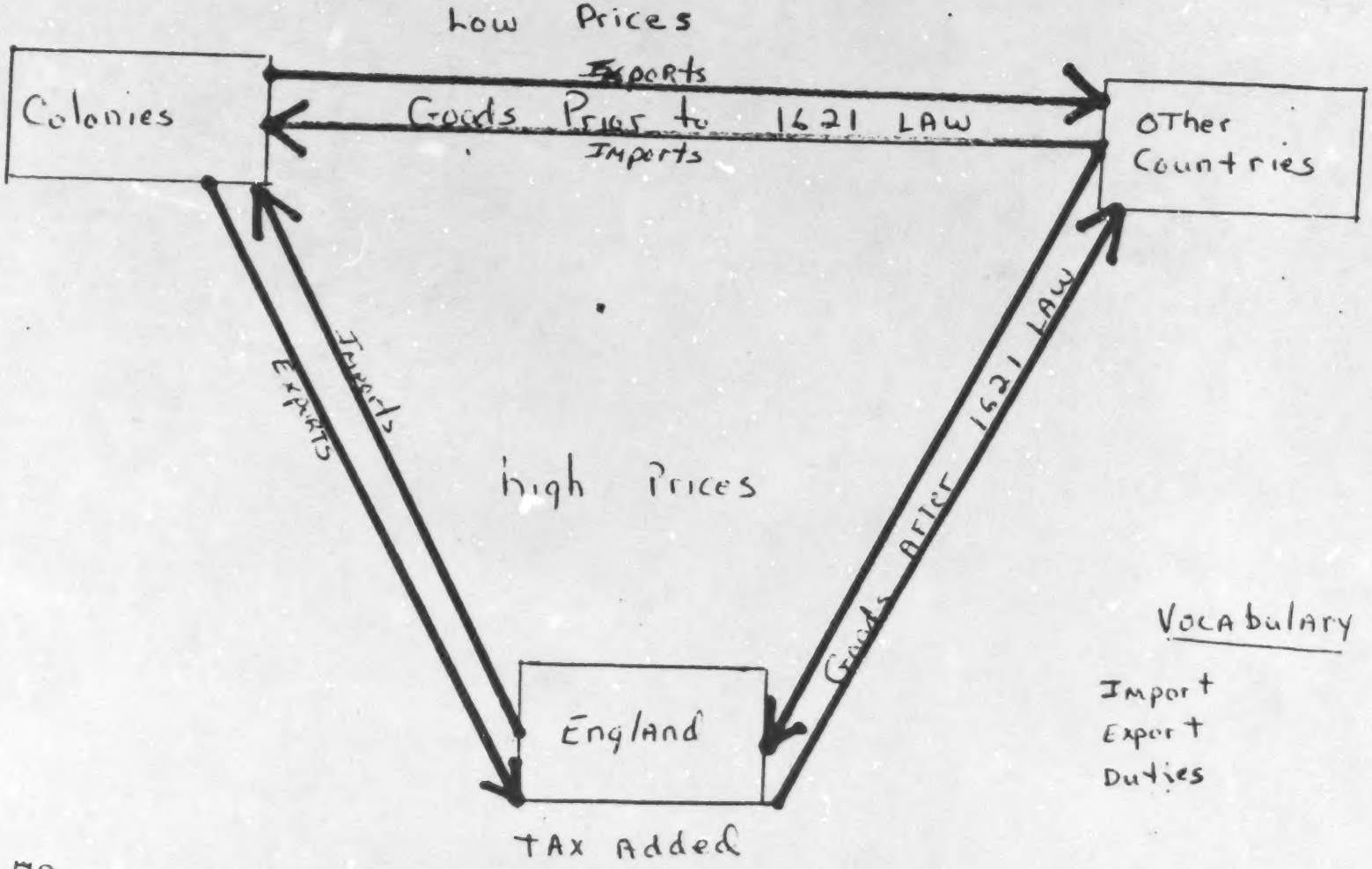


Vocabulary

Import
Export
Duties



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*Special Education*

Gisele Roy
*English*

Harry Shea
*Math*

APRIL - MAY REPORT

INTEREST, MOTIVATION, ASSESSMENT

---

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TITLE IV: PART C
DEVELOPMENTAL GRANT

# SPECIAL EDUCATION

Kermit Pooler

"Interest Breeds Interest"

Motivating Students with Learning and Behavior Problems

Students are dropping out of school at an alarming rate. Even more students are remaining in school and dropping out psychologically and performing at minimal academic levels. Teachers are often blamed by parents for academic problems. Students blame teachers, stating that teachers don't really care about them or that the curriculu is boring. Many teachers who believe they have done everything possible to create a positive learning environment are experiencing feelings of hopelessness, helplessness and even guilt.

Educators are just beginning to understand the positive impact of expanded experiences and opportunities for students with learning and behavior problems. Exploration into new teaching strategies and new progrommatic possibilities (like Project Capable) has yielded gratifying results. Stereotyped notions about the limitations of functioning for individual students are falling to the wayside. In this atmosphere of optimism and enthusiastic acceptance of challenge, programs for problem children are gaining growing support.

To make any program a success the content teachers must be open and flexible in their approach. They must modify and adapt to meet individual needs and requirements. If they will do this, they will be rewarded with surprising results and valuable enthusiasm from the students.

Where does this enthusiasm from the students come from? As Shepard tells us, "Interest does not develop just by telling the student to be interested," there are considerations for classroom or program procedure which tend to foster it. Some procedures are:

1. Materials must be available.
2. Teachers must be enthusiastic.
3. Student must have time to read.

4. Materials at different reading levels.

5. The style of reading must be considered.

6. Material must be pertinent to the reader.

7. Be systematic when teaching concepts.

8. Give studetns feedback on their performance.

9. Establish and maintain reasonable, yet challenging standards for academic standards. Lowering standards is rarely helful, unless these modifications are based on student's skill defecits as identified by individual testing.

10. At the beginning of each semester, formulate realistic and explicit expectations and consequences for behavior. T.L.C. and understanding alone won't work. Everyone needs warmth and affection, but poorly functioning students need expectations and predictable consequences as well. Tough love seems to be the most effective.

11. Group children on developmental interests.

12. Know your students - Find out all you can about what their special interests, feelings, etc. are. Use these to develop reading units.

13. Be alert to student attitudes. Always let the students try a task independently first, if he is unable to manage, provide just enough assistance to allow him to complete. This is where the levels of reading will be important. Independent level, Instructional Level, Frustrational Level.

14. Use natural consequences as learning experiences. Discuss situations.

15. Encourage friendships. Reinforce positive behavior. Many teachers tend to give students attention only when they are misbehaving and ignore them when they are behaving as you would prefer. A smile or a nod from across the room can be rewarding to some students.

To sum it all up, effective classroom procedures have an other dimension besides the important one of developing and guiding the students' ability to think while reading. Effective teaching must also increase student's interest in reading for both information and pleasure the techniques mentioned above must be inserted into classroom procedure to accomplish a two-fold goal of increasing the student's interest and competence. Techniques which are to increase interest should not be developed in isolation. They are best accomplished when they are

natural parts of the class procedure. If they are properly introduced the outcome should be a better motivated student as a result of a more positive self-image.

Most educators would agree that a realistic, positive self-concept is desirable as a goal in and of itself, as well as being an important correlate to academic success. Students who feel adequate, have "confidence" in their own capacity, take pride in their accomplishments and can realistically deal with the everyday problems of school. If our project is to be successful we will unavoidably, and hopefully conciously, touch the social and emotional pulses of the control group students as well as the cognitive dimensions. Getting an accurate picture of all of the student's self-image, interpersonal effective, and attitudes toward school and learning through a pre-project assessment, and comparing this to a post project assessment, can be an important step in evaluating the project's activities and to judge whether or not we have made a positive or negative impact on the students in the control group.

ASSESSMENT OF SOCIAL/AFFECTIVE DIMENSIONS

Project objective is a "more capable learner." Activities to be designed that will increase independent learning skills. Increased independent learning skills should equal more self confidence and a better self-image. A better self-image and confidence should produce a "more capable learner."

Objective I -By the end of the 3rd year of the project the studetns in experimental group will exhibit a more positive self-image, and increased in their own ability.

Objective II -A pupil study which will give an accurate picture of all student's (in the control and experimental groups) self image, interpersonal effectiveness, and attitudes toward school.

Objective III -The control and experimental students effected by the project. The teacher - Assistant Principal

Objective IV -Student Inventory

A. Self - Report

B. Interview

C. Incomplete Sentences

D. Attendance

E. Disciplinary Actions

Siometry methods

Peer ratings

Physical Displacement - video tapes, tape recordings, photgraphs

Standardized tests

1. Self-concept and Motivation Inventory

Test description: measures self concept with regard to school role, expectations, achievement needs, failure avoidance, and self-adequacy.

2. Piers-Harris Self-Concept Scale

Test description: measures self-concept with regard to behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness, and satisfaction. Students responds yes/no as to whether statements are generally true of him.

Six factor scores are yielded (untimed)

Objective V -Pre project assessment - Post project assessment. Use of control and experimental groups. Some teachers with each group comparison of pre and post assessments.

Objective VI -

Objective VII -Pre-assessment September 1-5, 1980
Post-assessment May 26-30, 1982

Objective VIII -Will depend on type or types of instruments used in Section 4. If a standardized test is used norm comparisons can be useful in determining a positive or negative effect. Physical Displace-

ment and informal surveys can be analyzed by comparison to individual changes.

Objective IX -Superintendent and school board
Faculty and administrators
Community
Funding Agency

## BIBLIOGRAPHY

Burmeister, Lou E., Reading Strategies for Middle & Secondary School Teachers. Reading, Massachusetts: Addison-Wesley Publishing Co., 1978.

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Shepherd, D., Comprehensive High School Reading Methods, Columbus, OH: Charles E. Merrill Publishing Co., 1973.

*All members used same resources.